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ABSTRACT

This document consists of the two issues of this newsletter published during 1994. Issues contain articles and employment notices of interest to Montessori teachers and school administrators. Feature articles include: (1) "Meaningful In-Service Comes from Within Our Own School" (Anne Blickenstaff and Nancy Hildick), which discusses one school's inservice teacher programs in Spanish and botany; (2) "Starting at Age Three: A Full-Day Program for Three- to Six-Year-Old Children" (Rita Zener), which discusses the development of preschool children; and (3) "Grammar, Invention, and Writing Starters: Some Principles of Extension" (David Kahn), which describes creative writing activities for elementary school students. The major portion of the publications consists of employment notices for Montessori teachers and administrators throughout the United States and other nations, as well as notices advertising schools for sale and positions wanted. (MDM)

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ED 414 991

March 1994

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Meaningful In-Service Comes from Within Our Own School

by Anne Blickenstaff and Nancy Hildick

Our twenty-five-year-old school is comprised of eight primary classes guided by twelve Montessorians and support staff. Each year we plan three "in-service days" as professional growth opportunities. Until recently, these days were spent in traditional ways: attending a local or regional workshop, bringing Montessori speakers to the school, visiting other schools, or just working in our classrooms. These situations provided growth opportunities for teachers, but too often they did not require active participation by staff or they were dominated by administrative planning. We needed a change and a new approach, one that would encourage and acknowledge ourselves.

Three years ago, we began to focus on strengthening the bonds of our school community. As we began to work toward our goal, we reflected and re-evaluated our in-service time and made changes that would focus on the talents and strengths of individual staff members. The classroom experience of our guides spanned from two years to eighteen years. There was an untapped and rich resource for us to share!

Spanish Language

We began our new in-service time with the subject of Spanish language. Our selection was made because we are located on the West Coast of the United States, where students often meet Spanish-speaking people or dine on Mexican foods. Our internal resources were three Spanish-speaking teachers on staff. Each of these guides has a different background to contribute: One is a native-born Costa Rican, one has traveled in Spanish-speaking countries and is a student of the Spanish language, and one developed her skills through high school and college training. Together we planned an agenda to cover these areas:

- vocabulary
- children's literature
- customs and culture
- songs and dances
- a Mexican luncheon

The presenting teachers were asked to develop notes for vocabulary, words and music for songs, a bibliography, and short write-ups on customs and culture. The administration and office staff coordinated and supported the effort by developing a Spanish notebook for each teacher and planning the luncheon at a local restaurant.

On in-service day, we began with the presenters talking about the use of Spanish in their classes. As we moved through the morning, we listened to spoken language, practiced vocabulary, sang Spanish songs, and asked many, many questions. Participants could refer to their Spanish notebooks for reference and make additional notes. At our break time, we were treated to a display of children's books, artifacts, and classroom language materials the presenters had arranged. We ended this day by enjoying our Mexican lunch together.

After our beginning Spanish in-service, a Spanish dictionary was added to each classroom. Our support staff made Spanish-language labels that corresponded to the vocabulary being used in each class. We purchased UNICEF Mexican dolls and miniature doll families (dollhouse size) that became a part of the Spanish language study in the classrooms.

As the year progressed we used our additional in-service time to continue to learn more vocabulary, listen to our experienced teachers, practice songs and dances, and learn more about culture and customs. Additional notebook handouts were given at each meeting as teachers developed their ongoing reference books.

The evidence of Spanish language interest and practice throughout the school brought many positive results into our classrooms and has given our teachers an avenue for learning and sharing together.

Botany

Last year we chose botany as the subject of our in-service work together. Our selection was made because we had the opportunity to learn

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from a "nature specialist" who had joined our staff for the year. Four staff members planned our fall in-service to cover these topics:

- presentation of winter gardening in planter boxes, bird feeders and food, natural habitats, Earth appreciation, relationships with nature
- a "walkabout" to identify plants and trees on our school property
- presentation of the Botany Cabinet and its extensions
- nature and planting songs
- plants from the classrooms
- children's and adult books

All teachers were asked to participate by bringing a classroom plant, identified by botanical and/or common name and leaf shape. Teachers also brought books about nature and botany for a community display.

We needed a change and a new approach, one that would encourage and acknowledge ourselves.

Our administrative and office staff developed botany folders for each participant's information and study. The folders contained an agenda and extensive handouts:

- a list of indoor and outdoor plants of interest
- cultivation guide and monthly planting guide
- guides to bulbs and their planting
- conservation planting in the Northwest
- City of Portland—"Metropolitan Greenspaces"
- butterfly gardens
- planting from kitchen scraps
- lists of books for young gardeners
- bird feeding basics
- creating bird habitats
- *The Audubon Warbler* newsletter
- U.S. Dept. of Agriculture: *Invite Birds to Your Home*
- shapes of leaves and their margins
- definitions of leaves and the parts
- song sheets with words and music
- a map of our school grounds, detailing all plants, trees, and shrubs by name

The excitement of our staff was evident before and after this workshop. Flower and vegetable gardening in small spaces has become popular at school. We have joined together to develop a school-community pumpkin and sunflower patch, and this year we harvested pumpkins for each class at Halloween. Miniature scarecrows are seen in some gardens. Several classes have developed or expanded outside environments with more purpose and energy. We have found that we have active gardeners among staff and parents, many of whom have devoted time to help enhance our environments. Some little brick patios and trellises have been built. The benefit of this in-service time together has brought beauty and enjoyment to children, parents, and staff at West Hills Montessori School.

We still attend workshops, but on a more selective basis, often sending only a few teachers who report back to the staff. When we invite guest Montessorians, we focus on our specific agenda, rather than adjusting to their specialties. We are doing more classroom observations within our school. As our contact and communication has increased, we have come to admire and appreciate what we can offer to each other. Throughout the school, people are open and receptive to sharing ideas and problem solving. We have made a positive step to refresh and enjoy our work together.

Anne Blickenstaff (AMI 1983) and Nancy Hildick (AMI 1980) are co-administrators of West Hills Montessori School in Portland, Oregon. In addition to administering the school, Anne is also a practicing teacher and Nancy is treasurer of NAMTA.

Starting at Age Three:
A Full-Day Program for Three- to Six-Year-Old Children

by Rita Zener

Rita Zener gave this presentation at the NAMTA public school conference entitled* Keeping the Vision *in Kansas City, Missouri, November 13, 1993.

At age three, a third embryonic period begins. The first was prenatal, for the formation of the body; the second was birth to age three, for the formation of the mind; and the third is from three to six years old. It is the period of the social embryo. The inner directive, the inherited potentiality to germinate human social behavior, begins to function in a new way. Now that many separate abilities have been formed, nature dictates that they become integrated in character development and in social behavior.

The environment plays a complementary role in shaping those inner directives so that children learn to be like the people of their culture. People in the environment must nurture children's development. Children cannot develop themselves in a vacuum.

The environment children need to have prepared for them at home, at school, and in child care programs is a warm, secure place, a place

. . . Starting at Age Three Continued

where they are free to choose which developmental activity they will next pursue. Let's emphasize the safety factor. Children must feel safe from harm—both physical harm and psychological harm. The constructive spirit to guide development—Montessorians call it the will—is a fragile energy in such young children. It flees at the slightest hint of violence. The best of all worlds is a nurturing family plus three years, from age three to age six, in a Children's House.

In the years three to six, the absorbent mind will lead the child back over the same mental ground that it covered in the first period of development: language acquisition, movement, sensory perception, and order. It's a crucial period, for this time the sensitive periods will finish their work and hand over their acquisition to the children's conscious perception of themselves.

Burton White and others say that there are no big developmental changes during the years three to six. Montessori also talks about these years as a time for crystallizing the earlier gains. What was known unconsciously begins to become conscious for the child. That is, children begin to know what they know. In the repetition of the developmental cycle, there is the possibility to correct deviations in development from the earlier period. If deviations are not cured in these early years, they increase in number and in strength.

I'd like to pause here to point out a commonly held misconception. Most adults believe that children three to six should already know how to behave socially. I hear phrases like these: "You know better than that," "Find something to do," "Be good now," or "She just wants attention." Those phrases imply to me that some adult expectation is there. It doesn't sound like an appropriate expectation for a person who is still in the embryonic stage socially.

Expectations set up a fertile field for disappointment. When we are disappointed in a child, she feels it. I would suggest an alternative view of the three- to six-year-old. The absorbent mind takes in everything. It's like a camera. Carrying out the analogy, the camera owner sends the film to be developed. Children in these years show inconsistencies with what they know, inconsistencies that could come from the times that the film is just out somewhere being developed! Notice, too, that an embryo doesn't look much like a baby. So think about it. Three- to six-year-olds are social embryos. That makes a six-year-old a social "newborn." If we look at them this way, we don't expect too much too soon.

Montessori is very clear about what behaviors are the true behaviors of human beings. There are four characteristics of normalized human behavior:

- love of work
- concentration on an activity
- self-discipline to carry through an activity
- sociability in the most profound sense of being a productive member of one's group.

Three-year-olds are especially obvious in all four characteristics. Love of work is characterized by a serenity and joy in what they are doing. At an early point in the year, six, eight, or ten weeks into the fall school experience for them, the majority of them are showing little signs of big accomplishments in learning to do uniquely human work.

Last week I was observing a three-year-old girl, Lisa. Lisa spread out a folding cloth on the table. She took the lower left corner very carefully in a pincer grip. She took the lower right corner a little less carefully between several fingers. She lifted the left corner up and placed it exactly over the top left corner of the cloth. Her whole body stretched in the chair as she reached up to the top of the cloth. The other hand lifted the right side, but there was no particular focus to that movement. Lisa released the top left corner and a shiver of delight went through her body. She turned her attention to the right side of the cloth and laid it just as carefully at the upper right corner. Then she looked at a little pucker that was left in the middle. She smoothed it out and sat back in her chair.

It was a little sign of a big accomplishment. She was finding a profound pleasure in her work. According to Montessori, this is high-level existence for human beings. By observing children's spontaneous moments of human behavior, we learn which are the typical normal behaviors for human beings. Lisa showed the other three characteristics as well:

- Her concentration was intense.
- Her self-discipline became apparent as she continued through the stack of cloths to fold.
- Her work held social implications.

Lisa didn't fold the cloths according to the lines drawn on them to make a variety of folds, but no one interrupted her to tell her so. Everyone there knew that Lisa was doing the greatest thing of all for society. Hers was a truly social act of creating another human being who would have a uniquely human nature. The adults and children there were allowing her to complete her work cycle with no interruptions. The teacher and I took time to admire her spirit from afar, and the whole room took on an extra glow for us.

When Lisa completed the folding, she wasn't finished with the work cycle. She stood up, used *both* hands to push her chair up under the table, picked up the tray full of cloths, and made her way across the room. She walked around a rug and got to the shelf. As she turned around after putting the tray on the shelf, a smile was on her face, and she went to talk to her friend, Jasmine. It was another type of social interaction as she moved into the last phase of the work cycle, which is that of returning to a state of repose with feelings of satisfaction.

It was a typical and complete normalizing event. All four characteristics of human behavior were present. As time goes on, more skills, more abilities, and more ways of being social will open up for Lisa. But the basic ingredients so sought for by the inner directives of the child stay the same.

In the District of Columbia Public Schools, we are very lucky to be among many early child-

INTO PRACTICE

. . . Starting at Age Three Continued

hood programs which are all-day programs. Until three years ago, our small Montessori program was not. It followed the model many of you are familiar with. Thirty children, ages three to six, attended all morning, and only the five- and six-year-olds stayed for the afternoon. It was a good program in many ways, but the needs of the children were not being served sufficiently. We moved toward an all-day program for all children. The day is now 8:45 a.m. to 3:15 p.m. with some children coming at 7:00 a.m. and staying until 6:00 p.m. in extended care. I have programs in six buildings this year. We have grown to sixteen primary classes.

We went gradually into the change to give children and teachers a chance to change their concepts about working together in a harmonious way all day. Naturally there were changes in the results. Principals have commented to me that the presence of the little ones is changing the climate of the school to being more gentle. The changes I will share with you are in the class size, the work periods, lunch, and the question of sleep.

The environment plays a complementary role in shaping those inner directives so that children learn to be like the people of their culture.

The classes now average twenty-three children who stay through the regular school day. The minimum group size is twenty, and the maximum is twenty-five.

The work is more integrated. There is more practical life because more children are there for more hours. We are trying to use practical life in the same context as the early Montessori schools. We want the children to learn lifelong habits of cleanliness and order. We still have individual exercises, individually presented and individually coached, through the three years. However, we are trying to put them in a group context of living out each day. For example, we encourage children first to clean and beautify the place where they are going to work that morning. Greetings are made to one another among activities like dusting and waxing a table, arranging flowers, watering plants, and feeding the animals. By the time all the children have arrived, many children have completed two easy exercises of practical life and turn spontaneously to other work.

With all the children there all day, there is much more cultural work for the three- and four-year-olds. Their enthusiasm in turn stimulates the older children to move on. Long afternoon group lessons are replaced with more age-appropriate short lessons and hands-on materials. Everyone hears the vocabulary for everything in a natural way, and all see the advanced work being done. There are more conversations with cultural content and more language work across all three ages. Teachers say that children who have been kept home during the afternoons are far behind the others.

Lunch with the whole group is much slower, and we try to keep it more relaxed and slow-paced. The needs of the smaller ones for getting ready, carrying trays, etc., make everybody slow down. The older ones help themselves and help the younger ones too. There is a family feeling of everyone belonging. Weak and strong are both valued and respected.

Dr. Montessori wanted each child to take responsibility for getting the sleep that he or she needs. We do not force the children to sleep just as we do not force other matters. Each group has worked out a cooperative way for the dedicated nappers to get to sleep. Those who don't sleep are up and work around the sleepers.

In closing, let's emphasize the importance of the third year in Montessori for the five- to six-year-olds. The social embryo is almost mature. The older children are the models and masters of the group. The younger ones admire them. The younger ones' needs stimulate compassion, tolerance, and sympathy in the older

INTO PRACTICE

. . . Starting at Age Three Continued

ones. There is daily opportunity to practice social behavior. Intellectual gains are often impressive as well. Budding musicians are there. The artist with a hand that obeys, an eye that sees, and a heart that feels is being born. Intuition plays a big part in beginning reading and math. Children are still looking for various cues to get the meaning of symbols. Intuition, which is being formed in these years, is an excellent tool for collecting the hunches and making decisions.

A new aspect of humanity is born at age six, and the typical human behaviors of love of work, concentration, self-discipline, and true sociability are formed.

Rita Zener is Coordinator of Montessori Primary Programs for the District of Columbia Public Schools. She is also AMI Primary Director of Training at the Washington (DC) Montessori Institute.

The Montessori Academy

will not be held in the summer of 1994.

NAMTA encourages everyone to attend the
AMI International Study Conference,
"The Child, the Family, the Future,"
July 19–24 in
Washington DC.

The Montessori Academy will return in the summer of 1995 with even more offerings than before, including graduate credit options. Watch your mail for details.

JOB BULLETIN

March 1994

ARIZONA

AMI Elementary and Primary teaching positions available. Please send resume and credentials to: Montessori International School, Inc., 1230 N. Gilbert Rd., Mesa, AZ 85203.

CALIFORNIA

BRIGHT STAR MONTESSORI SCHOOL is seeking one primary, one elementary and one middle school guide with experience for the 1994-1995 school year. We have one toddler class, two primary classes, one 6-9 class, one 9-12 class and one middle school class. Please send resume or call Bright Star Montessori School, Swarna Matz, Administrator, 7140 Gladys Ave., El Cerrito, CA 94530, 510/233-5330.

College Oak School and Pleasant Hill School are accepting AMI or AMS Elementary applications for Summer and Fall 1994 for our 6 to 9+ class (College Oak) and our 9 to 12+ class (Pleasant Hill). We are a two campus school located in beautiful Sonoma County, one hour north of San Francisco. We have an AMI administrator, dedicated and supportive staff and parent body and offer a competitive salary and benefits. Our schools emphasize farm (animals) and gardens, environmental education and global community service. For more information, please call Rebecca Ault at 707/579-5510.

Established Montessori School is seeking Directress for: primary class of twenty-five children ages two through five years. The school is eighteen years old and is AMI recognized. Excellent staff, facilities, apparatus, and material making equipment. Health plan available. Salary commensurate with qualifications and experience. Please contact Manhattan Academy, 1740 Manhattan Beach Boulevard, Manhattan Beach, CA 90266 310-374-1804.

Montessori Child Development Center, seeking pre-primary AMS, AMI or MACTE trained teachers for 1994-95 school year and 1994 Summer Program. Well established school. Country environment with gardens and farm animals. Fully equipped classrooms. Supportive administration. Benefits. Near San Diego, all the benefits of a big city and country living. Send Resume or Call, Marijane Sattler, 14911 Espola Rd., Poway, CA 92064-2730, 619/748-1727.

Montessori Learning Center is accepting applications for primary and elementary positions. Our school has provided a quality primary program in the Salinas Valley for over twenty years and has consistently maintained a standard of excellence. The new elementary program will open in the Fall of 1994. Opportunities for summer employment are also available. Located in the heart of Steinbeck Country, the school is a short distance from the beautiful Monterey Peninsula and the quaint town of Carmel. Send resumes to P.O. Box 2051, Salinas, CA 93902 or call 408/455-1546.

Pacific Rim International School, Berkeley, California, a unique English-Chinese bilingual Montessori school is seeking two English teachers--one at primary and one at elementary level. Please send resume to: Pacific Rim International School, 2638 College Avenue, Berkeley, CA 94704. Telephone 510-849-1889.

A small creative, intimate environment for 2-1/2 to 6 year olds is looking for a co-teaching administrator. We are located in Sausalito. Please call Judith at 415/332-9595 and send resume to Sparrow Creek Montessori School, 304 Caledonia St., Sausalito, CA 94965.

MONTESSORI CHILDREN'S HOUSE OF WOODLAND and MONTESSORI COUNTRY DAY OF SACRAMENTO, both owned and administered by the same Montessori trained teacher for 20 years, are seeking 1 primary and 1 elementary teacher for 1994-1995 school year. We have classes ranging from infant through 9-12. Our campuses have beautiful buildings which all feature indoor garden atriums. We are located equidistant between San Francisco and the nearby Sierra Nevada Mountain/Lake Tahoe region. We offer excellent salaries and benefits. Call 916-662-1900 or 916-427-1900. You may send your resumes to Woodland Montessori, 1738 Cottonwood Street, Woodland, CA 95695.

COLORADO

The Montessori Children's House of Evergreen seeks 6-9 teacher to open second lower elementary class. Half-time 3-6 position may be available. The Colorado school of 200 students located just west of Denver has wonderful environments and a supportive staff and parent body. Candidate should have Montessori credentials, classroom experience and excellent references. Contact Betsy Hoke, P.O. Box 2468 Evergreen, CO 80439, 303/674-0093.

Needed August 1994: AMI teacher for new primary class in beautiful surroundings at foot of Rocky Mountains. Non-profit school since 1976 run by AMI directors offers programs for children 3-12. Contact Alan or Debby Temple, Mountain Shadows Montessori School, 4154 N. 63rd Street, Boulder, CO 80301; or call 303/530-5353 (8:00-4:30) or 303/530-1080.

CONNECTICUT

LOWER SCHOOL AND ELEMENTARY SCHOOL. Newtown Montessori School is accepting applications for the 1994-95 school year. Teachers must be AMI or AMS certified for ages 3 to 6 and 6 to 9 (experience preferred). This 25 year old school is accredited by CAIS and affiliated with AMS. We are located in a historic countryside forty five minutes from Stamford and New Haven and an hour and a half from New York City. Please call or send resume to: Myriam Woods, Newtown Montessori School, 40 Dodgingtown Rd., Newtown, CT 06470, 203/426-3390.

DELAWARE

Certified Montessori directress for Primary Classroom (3-6 year olds) in Wilmington, DE. Call 302/656-1498.

FLORIDA

Elementary 6-9 Montessori Teacher Wanted. The Center for Education Montessori School is accepting applications for the 1994/95 school year. Applicants must hold AMS or AMI elementary 6-9 certification. The Center for Education Montessori School was founded in 1976. Current enrollment is 135 students ranging in ages from 3 to 12 years with plans to expand through 14 year olds. Our location is Bradenton, Florida, south of Tampa, near the beaches of the Gulf of Mexico. Send resume to: Janice Mattina, Director, 6024 26th Street West, Bradenton, Florida 34207, 813/753-4906.

Job Bulletin

March 1994

Beautiful school in Ft. Lauderdale, FL has Jan. 94 and Sept. 94 openings for Pre-Primary (3-6) and Elementary (6-12) guides. MUST BE AMI/AMS CERTIFIED. Send resume to: Little Flower Montessori, 533 East Oakland Park Blvd., Ft. Laud., FL 33334 or contact Mary Byrd @ 305-565-8205.

The Montessori Children's School of Key West is offering one lower elementary position to an A.M.I. certified director/directress. This lovely school in paradise is well established in the community and is expanding. Applicants whose lifestyles are compatible with tropical island living please send resumes and applications to: The Montessori Children's School of Key West, Inc., 1221 Varela Street, Key West, FL 33040, ATTN: Lynne Bruchet

Montessori World School is an established school in Southwest Orlando. Due to future expansion, we are seeking dedicated and experienced Montessori teachers. Self motivation and creativity are important qualities. Orlando is a fast growing city with many resources and opportunities available. Please send resume to Montessori World School, 11693 Ruby Lake Rd., Orlando, FL 32836.

Fort Lauderdale, FL—Weston area. 3-6 and 6-9 Montessori certified teachers for fall 94. Contact Cheri Kaplan 305/384-7325.

IDAHO

Experienced AMI/AMS primary teacher/administrator is needed for the fall of 1994-1995. A teacher is needed for a class of 30 3 to 6 year-olds. Other duties are to administrate the school which has a total of 2 classes and 60 children. Pioneer Montessori is a non-profit school located in the Idaho Rocky Mountains in Sun Valley/Ketchum with numerous year-round outdoor activities. Send resumes and enquiries to Pioneer Montessori, Attn: Thomas Smith, Box 1809, Ketchum, ID 83340. 208/726-9060

Experienced AMI/AMS primary teacher is needed for a class of 30 3 to 6 year-olds for the fall of 1994. Pioneer Montessori is a non-profit school located in the Idaho Rocky Mountains in Sun Valley/Ketchum with numerous year-round outdoor activities. Send resumes and enquiries to Pioneer Montessori, Attn: Thomas Smith, Box 1809, Ketchum, ID 83340. 208/726-9060

ILLINOIS

Alcuin Montessori School is accepting applications for the position of Educational Director for the 1994/95 academic year. The selected person will be responsible for managing, planning and directing the school's infancy, primary, elementary and middle school Montessori programs. Well-established, 32 year od school in a picturesque Chicago suburb with enrollment of 290. Parent board, not-for-profit. Candidates must have Montessori teaching and administrative experience (AMI preferred). Experience in developing and implementing educational policy and programs; interacting with parents and students; and retaining and growing a highly qualified staff. Competitive salary and benefits. Position available July, 1994 (or sooner, depending on applicant availability). Send resume to: Mary Cray, Search Committee Chair, Alcuin Montessori School, 7970 Washington Blvd., River Forest, IL 60305.

Alcuin Montessori School is accepting applications for trained Montessori directresses at all levles, Infant through Middle School, for the 1994/95 academic year. Well-established, 32 year old school in a picturesque Chicago suburb, with enrollment of 290. Competitive salary and benefits. Send resume to: Patrick O'Bnen, Alcuin Montessori School, 7970 Washington Blvd., River Forest, IL 60305.

Long-term position available for AMI certified teacher for 3-6 classroom beginning summer/fall 1994. University degree required. Founded in 1967, Countryside Montessori School, is a not-for-profit school, professionally administered on its own campus in a northern suburb of Chicago. Stable staff. Newest faculty member has been at the school 4 years. Comprehensive program for children 18 months to 12 years with in-school physical education program and pool. Very small day care component. School accredited by AMI and Independent Schools Association of the Central States. Salary schedule range from $25,500-$39,000. Qualified applicants may call Frank Kulle, collect, 708-498-1105, day or evenings. Countryside Montessori School, 1985 Pfingsten Road, Northbrook, IL 60062.

Coordinator of Montessori Program Pre K-K. Decatur Public School District is seeking candidates with: demonstrated competency of leadership skills, knowledge of Montessori philosophy and curriculum, Montessori certification, hold or eligible for Illinois teaching certificate. Send resume, letter of interest, transcripts by March 18, 1994 to: Charlie T. Kent, Jr., Director of Human Resources, 101 W. Cerro Gordo, Decatur, IL 62523. AA/EOE.

AMI ELEMENTARY
Teacher administered non-profit, suburban village setting on Chicago's North Shore. 8 Classrooms. Positions fall 1994. Assistant to Infancy, Primary, Elementary. Contact: Paula Polk Lillard, Forest Bluff School, 8 W. Scranton Ave., Lake Bluff, IL 60044. Tel. 708-295-8176, FAX 708-295-8178.

KENTUCKY

Teachers needed: Montessori trained & certified, primary & intermediate, in anticipation of possible openings/vacancies. Must be able to relocate & to obtain KY certification. For further information contact school—502/473-8232.

MARYLAND

Henson Valley Montessori School, est. 1965 serving 195 children between 2 1/2 and 12 years, is currently accepting applications for Montessori Elementary teachers (ages 6-9 and 9-12). A school owned facility, built as a Montessori School on 4 acres offers a premier environment for adults and children. Located within the Washington D.C. metro area, HVMS offers professional growth opportunities unique to the nation. Excellent salary and benefits, AMI tradition. Please send resume to: Gordon Maas, 7007 Allentown Road, Temple Hills, MD 20748, or call 301/449-4442.

Montessori International Children's House is looking for two AMI trained Directresses; one for the newly expanded Upper Elementary Program and one for an existing Primary classroom. Both positions are for the 1994-95 school year. Located outside of Historic Annapolis, MD, the Children's House has an Upper and Lower Elementary Program, three Primary and two Toddler classes. If interested and qualified for either of these positions, contact: Jean Burgess, Administrative Director, Montessori International Children's House, 1641 Winchester Road, Annapolis, MD 21401, 410-757-7789.

MASSACHUSETTS

The Eliot Montessori School, South Natick, MA, founded in 1971, serves 130+ students in grades 1-8. Our program is expanding and we are seeking Montessori certified teachers for all grade levels. Interested and qualified appli-

cants should send letters of introduction and resumes to Bonnie James, Interim Administrator, 5 Auburn Street, South Natick, MA 01760.

Boston Area . . . Fall 1994. The Harborlight Montessori School has a potential opening for an Elementary Teacher for a 6-9 class beginning in September, 1994. Candidate must be enthusiastic, imaginative, and have the elementary level Montessori certification. Harborlight Montessori is located in Beverly, an historic town situated on the Atlantic Ocean, 18 miles north of Boston. The school currently serves 120 children and has infant, toddler, and pre-school programs. Please send resume to: Susan Egan McDonough, Director, 243 Essex Street, Beverly, MA 01915.

Boston Area . . . Fall 1994. Elementary 9-12 teaching postion available and potential elementary 6-9 and primary 3-6 positions in a well established (1971) Montessori school six miles south of Boston. Lovely building designed for Montessori. Large beautiful classrooms, library, multipurpose room, Montessori designed playground. School has enrollment of 175 students, is a non-profit corporation, has full time AMI and AMS directress trained administrators. We have over 20% minority students and a broad socio-economic mix. Competitive salary dependent on experience. Excellent benefits. Please call Maureen Coughlan or Patricia Thompson 617/361-2522 or send resume to Thacher Montessori School, 1425 Blue Hill Avenue, Milton, MA 02186.

MINNESOTA

Bluffview Montessori, located in the scenic Mississippi River valley of Southeastern Minnesota, seeks elementary guide (6-9) for new classroom Fall 1994. School has twenty-five year history and serves 120 children. Resumes: 101 East Wabasha Street, Winona, MN 55987, 507/452-2807.

NEW JERSEY

Employment Opportunity. Applications are now being accepted to complement dedicated staff for the fall 1994 in a well equipped and established school located in Northwest New Jersey. The area offers many cultural and recreational opportunities. Openings available at the 3-6 primary level. AMI or AMS candidates, trained and experience preferred. Salary negotiable depending on qualifications. Please send resume with three references to Cindy Meyer, Deer Path Montessori School, 24 Main Street, Flanders, NJ 07836.

TODDLER TEACHER NEEDED. Join our dedicated supportive staff. Beautiful facilities, farm setting, 20 min. from Phila., 1 hr. Jersey Shore. Enrollment is 18 mo.-12 yrs. Infanta Montessori Academy, est. 1965., Delran, NJ 08075, 609/461-2121.

Montessori Children's House of Morristown, established in 1965, is an accredited AMS school located in suburban NW New Jersey. We are seeking certified AMS or AMI teachers with 3-6, 6-9 or 9-12 qualifications. MCH is an independent, non-sectarian school with supportive parents and dedicated staff. Our facility is an historic landmark recently enlarged and modernized to accommodate 145 children. Please contact Brenda Mizel, MCH, 21 Cutler Street, Morristown, NJ 07960. 201/539-7853. EOE.

Executive Director. Montessori Children's House of Morristown, established in 1965, is an accredited AMS school located in suburban NW New Jersey. We are seeking an Executive Director to work with our outstanding staff in a school with ages PreK - Grade 6. EOE. Send resume to Susan Russell, 45 Park Place South, Suite 103, Morristown, NJ 07960.

NEW YORK

The Montessori School of Rochester seeks infant/toddler and primary teachers for fall 1994. The school is AMI recognized, non-profit and located on three acres of land near Lake Ontario; supportive administration and pleasant working conditions. Please call or send resume to: The Montessori School of Rochester, 170 West Scholfield Road, Rochester, New York 14617, 716/544-8540 or 716/544-9358.

30 year established growing school seeking a trained 0-3 teacher to start a new class. In addition, we are looking for an AMI certified primary and/or junior teacher and a qualified administrator/teacher to take over our 12 to 14 program. Immediate visa available. Fully equipped Nienhuis and handmade materials. Attractive salary, fringe benefits. Located on Long Island, less than one hour from Times Square, New York City. Contact Carolyn Larcy, Maria Montessori School, Box 276, Massapequa, NY 11758, 516-520-0301.

Webster Montessori School in Rochester, NY is seeking an AMI primary and AMI elementary director/directress for the fall of 1994. Webster Montessori School is a twenty-seven year old non-profit AMI accredited school. Our students are from many diverse cultural backgrounds. We have a well-equipped facility, licensed child care, an active team of directresses and assistants with a supportive parent body. Send resume and cover letter to: David Boneham, Administrator/Principal, 260 Embury Road, Rochester, NY 14625; telephone 716-671-9269.

NORTH CAROLINA

Pre-school with supportive parent base seeks K-1 teacher for fall, 1994. Teacher certification/Montessori training preferred. Send resume and cover letter to: Personnel Committee, P.O. Box 1471, Sanford, NC 27330.

CHILDREN'S HOUSE (3-6) DIRECTRESS/DIRECTOR
DIRECTOR OF PHYSICAL EDUCATION/AFTER SCHOOL ASSISTANT

The Montessori School of Raleigh seeks a Children's House Directress/Director with the experience, training, imagination, and drive to direct a well-established Children's House class in one of the largest Montessori schools in North America. AMS or AMI Primary (3-6) certification is required.

Additionally, MSR seeks a Director of Physical Education with the skill, background, and experience to direct a fledgling Physical Education program for children 4-1/2 to 12 years old and to oversee its continued expansion. Experience with younger children a must, and knowledge of Adapted PE a plus. The position carries with it the opportunity to work with Elementary children (ages 6-12) in the After School Enrichment Program. Understanding of and sympathy with the Montessori philosophy is a must, but Montessori training is not.

The School's four modern buildings are located on ten expansive acres in suburban North Raleigh, and educated, civic-minded community repeatedly cited as one of the "most livable" in the United States. MSR is an Equal Opportunity employer. Compensation and benefits for each position are competitive and include attractive medical and retirement plans. If interested in these unusual professional opportunities, please send a cover letter, resume, copy of current Montessori certification (for the CH position), and list of 3 references by March 15 to: Mark Fish, Executive Director, The Montessori School of Raleigh, 7005 Leadmine Road, Raleigh, NC 27615. Telephone: 919/848-1545, Fax: 919/848-9611. Celebrating Twenty Years of Exemplary Education.

March 1994

OHIO

Experienced, AMI Certified elementary teacher preferred. Salary range is $20,000 to $30,000. This is a sole teacher position in a new school with approximately 25 students to start a 6-9 class. Grand Oaks Montessori School, Inc. is in Canton, OH, which has small town atmosphere, with 90,000 inhabitants and is 15 miles from Akron and 45 miles from Cleveland. We would be willing to reimburse training costs of up to $6000 for service up to 5 years. Please contact Lorrie Tignor 216/875-9902.

HUDSON MONTESSORI SCHOOL is seeking a certified 9-12 elementary director/ress for the 1994-1995 school year. We are also accepting applications for Lower Elementary and Children's House director/resses. The Hudson Montessori School was established in 1962 and State chartered in 1978. It is a not for profit school located on wooded acreage with a modern Montessori designed facility complemented by nature trails, a fitness course, pond, and playing fields.

Hudson, situated between Akron and Cleveland, Ohio is a progressive community active in the arts, and offers a wide variety of cultural events year round. Send resume to Hudson Montessori School, 7545 Darrow Road, Hudson, OH 44236 or FAX 216/656-1870.

Prestigious RUFFING MONTESSORI SCHOOL of Cleveland Heights, Ohio, announces an opening for Principal, effective August 1. The 35-year-old veteran school of 300 students (preschool through middle school) seeks applications from experienced, Montessori-trained individuals with strong academic credentials, proven leadership skills, and solid communication abilities. Generous salary range and benefits commensurate with experience.

A national leader among Montessori schools, Ruffing prides itself on a beautiful suburban campus (minutes away from the city's cultural center) which houses three Primary classes, three Lower Elementary, two Upper Elementary, one fully-developed Middle School, and a state-of-the-art gymnasium. As a complement to its Montessori academic program, Ruffing also maintains a summer camp and a before and after school extended program. Cleveland Heights is a delightful cosmopolitan area of affordable housing, and all the amenities for family living.

The school enjoys very low faculty turn-over; support from involved, caring families; a healthy admissions situation, and a successful financial history. The Principal works in partnership with an Administrator, who oversees many of the non-academic duties. Both report to a parent Board of Trustees.

Applications should be sent to Board President Polly Morgenstern, 17433 Shelburne Rd., Cleveland Hts., OH 44118.

OKLAHOMA

Undercroft Montessori School is accepting applications from AMI or AMS Elementary and Pre-Primary guides. Experience is preferred. Undercroft serves the needs of children 3-12 years in established, well-equipped environments. The school is a non-profit parent cooperative located in a central area of Tulsa. Please contact Ms. Dale Brandon, 3745 S. Hudson, Tulsa, OK 74135-5604.

OREGON

AMI Elementary guide wanted to start new small non-profit program. Dedicated parents, good salary, strong Montessori community with AMI Training Center. Great opportunity for someone with warmth and vision. Oregon's natural features and Portland's cultural resources make this a wonderful place to work and live. Contact: Southeast Montessori c/o Chris Boothby, 5026 SE Lincoln, Portland, OR 97215.

One Elementary and one Primary Montessori teacher for growing school in Portland. Very strong Montessori community in Portland. School has supportive parents and elementary draws from several strong AMI primary programs. Sun Garden Montessori, 7688 SW Capital Hwy., Portland, OR 97219. Ph. 503/655-2609. David Cannon, admin.

SOUTH CAROLINA

Charles Towne Montessori seeks an experienced administrator to lead AMS affiliated school with programs for children 12 months to 12 years and student body of 150. Must have strong financial and personnel management skills. Established in 1972 CTMS sits on a four acre campus in historic Charleston. Full time position; competitive salary and benefits. Resumes to CTMS, 56 Leinbach Road, Charleston, SC 29407, 803/571-1140.

AMS or AMI certified Upper Elementary teacher needed for school located in heart of National Historic District of growing coastal community. Established in 1963, this school has programs for toddler through elementary as well as an aftercare and summer program. Team-teaching environment. 10 month period. Call E.C. Montessori School 803/525-1141, or write to Director, P.O. Box 1438, Beaufort, SC 29901.

TEXAS

The Discovery School in McAllen, TX is looking for an experienced Montessori trained elementary teacher for a 6-9 class and 9-12 class commencing 8/94. Competitive salary. Letter of application and resume as soon as possible to: Diane R. Booe, Administrative Head, Discovery School, 4601 N. 2nd St., McAllen, TX 78504, 210/687-1117.

DESPERATELY SEEKING SUSAN

. . . or James, or Melissa or any Montessori credentialed teacher who would like to be part of a small school experiencing steady growth which is inhibited only by the lack of qualified personnel. Employment can begin as early as the 1993-94 spring semester. Salary and benefits are based upon experience and credentials.

Our school is located in the central Texas Hill Country town of Fredricksburg which is a delightfully cosmopolitan, rural community, and is 60 miles equidistant between San Antonio and Austin. Send resume to L. Muegge, Director, Kindernest Montessori School, 113 East San Antonio Street, Fredericksburg, Texas 78624.

The Post Oak School was established as an AMI school in 1963 and includes three Infant Communities, six Primary classes, three lower Elementary classes, Two Upper Elementary classes and a Middle School. We offer salaries and benefits which are competitive on a national level as well as the opportunity for further continuing education and a sabbatical fund. Our faculty is highly experienced and supportive. We are aided by an active parent community and board of trustees. Houston is a thriving city near the Gulf of Mexico, the beautiful Hill Country and the Piney Woods. The school is located in a quiet residential area minutes from the museum district, zoo, Rice University and the renowned Medical Center. Applications are currently being accepted for Infant Community, Primary and Elementary levels for the 1994-95 school year. Please send resumes to: Terry Crews, c/o The Post Oak School, 4600 Bissonnet, Bellaire, TX 77401. 713/661-6688.

JOB BULLETIN March 1994

The POST OAK SCHOOL is accepting applications for the position of Director. The Director will be responsible for planning, managing, and directing all student programs including infant, primary, elementary, and middle school as well as physical education and the arts.

Celebrating its 30th anniversary this year, The Post Oak School is one of the few AMI schools in the Houston metropolitan area and is located in close proximity to Rice University, a world renowned Medical Center, and a thriving, vibrant cultural arts community. The School has long enjoyed a reputation as one of the premier Montesson communities in the southwest. The growing enrollment exceeds 300 children ranging in age from 12 months to 15 years. The experienced, dedicated staff includes fifteen AMI certifed directors as well as specialists and assistants.

Candidates must have AMI certification as well as teaching experience in the AMI Montessori tradition. Experience in developing and impelmenting educational policy and programs, interacting with parents, business staff, and the community; retaining, supporting and nurturing a highly qualified faculty are desired. The position is available July 1, 1994. Salary is competitive and commensurate with qualifications. Please direct your inquiries or resume with a letter of application to: Mr. Leland Fondren, Chairman-Elect, The Post Oak School, Three Riverway, Suite 120, Houston, TX 77056. Telephone: 713/621-1363.

VIRGINIA

Ghent Montessori School—Elementary teacher (6-12). Privately owned facility—well maintained and fully equipped. Strong lower and upper levels—first through fifth grade. Accredited school near Va. Beach. Across from the Chrysler Museum. Send resume. Sarah Frost, 610 Mowbray Arch, Norfolk VA 23507, 804-622-8174.

The Montessori Center for Children is seeking AMI teacher for its primary program, 8:30-12:30. School begun in 1992, located in university town in Virginia mountains. Fulltime position available if interested in working with extended care program. Please send resume and references: P.O. Box 108, Lexington, VA 24450.

WASHINGTON

Aquinas Montessori School is ready to hire an AMI Elementary teacher for the Fall of 1994. We are a small school of two primary classes with 42 students and a waiting list. We are associated with our Catholic Church and would like our school to be Montessori/Parochial. This would require familiarity with the Catholic religion as well as being Montesson trained. We would like to start a 6-9 class in September of '94. We are located in the Pacific Northwest near skiing, beaches and the big city of Portland, Oregon. We must start interviews shortly, so please send your resume to: Donna Hargrave, Aquinas Montessori School, 324 N.E. Oak St., Camas, WA 98607 or call 206-834-1301.

RESUMES INVITED. Montessori Country School (MCS), a growing and expanding school is seeking resumes from AMI or AMS certified teachers at the infant toddler, primary and elementary levels for the 1994-1995 school year.

MCS, a non profit school established in 1972, is located in Washington state on beautiful Bainbridge Island, just a 30 minute ferry ride from downtown Seattle. MCS is stiuated across from a large park on a 2-1/2 acre campus in a converted cedar home. Our property is deeply wooded and a haven for nature studies.

The faculty at MCS is a team of committed Montessorians. Our understanding of Dr. Montessori's philosophy is reflected in our relationships with each other, and to our work. We have a very supportive parent group and 100 delightful children.

If you are interested in living on an island in the beautiful Northwest, and in working at a school where you will feel a strong sense of community, we would like to know about you. Please send your resumes and letters of recommendation to: MCS, 10994 Arrow Point Drive, Bainbridge Island, WA 98110. For additional information call Patty Christensen at 206/842-4966 or 7352.

3 POSITIONS AVAILABLE in Suburban Seattle Washinton Montessori School. 2 Experienced 3-6 Teachers & 1 Elementary Teacher for new class. Start August 15, 1994. 4 Year Degree preferred with at least two years experience. AMI or AMS Certification required. A beautiful environment located within 15 minutes of the Pike Street Market or Island Ferries-Experienced Administration with a supportive parent organization. Please send inquiries to: Hugh Wallenfels, c/o Normandy Park Academy-Montessori, 15801 Ambaum Blvd. SW, Seattle, WA 98166 or call 206/248-3768.

CANADA

Qualified elementary directors/esses required Sept. '94 for well-equipped 2-year-old school in Kelowna, B.C. Canada. The school is expanding to 30 students for 1994/95 year. We are seeking two enthusiastic teachers, one with experience and proven leadership skills, to continue to build a sound Montessori program in this prospering city.

Kelowna, named "Canada's most desirable city to live in" by the Globe and Mail, is located in Canada's playground, the sunny Okanagan Valley on beautiful Okanagan Lake. Situated amidst orchards and mountains, this year round recreational area boasts sandy beaches, water sports, horseback riding, hiking, skiing and more!

Competitive salary and benefits commensurate with education and experience. Send resume to: Eileen Grannary, Okanagan Montessori Elementary School, 1309 Bernard Ave., Kelowna B.C. V1Y 6R5. Fax 604/763-3821/ Phone 604/769-4544.

FINLAND

WELCOME TO HELSINKI. A parent-run, non-profit school with a quality Montessori and daycare program, has an excellent opportunity for an enthusiastic directress. Large, beautiful classrooms designed specifically for Montessori teaching. Supportive parents, lots of appreciation! The school is located in the center of the city, which is clean and safe. Excellent opportunities for inexpensive travel, cultural activities and sports. Apply immediately. Helsinki English-Language Montessori, Lapinlahdenkatu 13, 00100 Helsinki, Finland/ tel. & fax 011-358-0-487919.

NEW ZEALAND

Balclutha Montessori Childrens House. POSITION: Directress. We are seeking an experience Montessori Directress for a new preschool in Balclutha in the South Island of New Zealand. This is a full time position with the school open 5 days catering for 3-6 years. A years contract, salary NZ$ 26,000-28,000 depending on experience with rental accomadation avaiable walking distance from the school. Would suit person interested in travel, and the challenge of new situations, committed to Montessori philosophy, warm, enthusiastic with excellent communication skills to promote Motnessori education to the children, parents and the wider community. Balclutha is a rural town 50 miles south of Dunedin city 10 mins from the Pacific ocean. Please contact ANDRINA KITTO for Job De-

scription and conditions or send CV and photo to P.O. Box 199 Balclutha Otago New Zealand. Fax: 34181766 Ph: 34180158.

FOR SALE

BEGINNINGS—The Children's School, Portsmouth, RI. Privately owned Montessori School, established 1986. Licensed for 59, 18 mo.-6 year olds. NAEYC accredited, excellent reputation. Fifteen minutes to Newport RI's ocean resort area, 1 1/4 hr. to Boston. Excellent opportunity for an experienced Montessori director/directress. Karen Droy 401/683-9737 or Nancy Iannucelli 401/683-2603 evenings.

Excellent opportunity to own a Montessori School and property: 1407 W. 1st St., San Pedro, CA 90732. 1302 sq. ft. bldng. on corner, Lic. capacity 28, Montessori materials and furniture included. Azra Hassanally (owner) 310-832-7247.

POSITION WANTED

Miss Nadeema Jayatileke-23 years old. Three years training at the International Montessori Training School in Sri Lanka. Sri Lanka Citizen-applying for USA immigration. Send all correspondence to Dr. Don Maximus Willathgamuwa, Casa Claret, 18127 S. Alameda St., Rancho Dominguez, CA 90220.

Internationally AMI qualified Primary Montessori Directress with over 3 years of teaching experience currently working in U.S.A. is seeking a position. Sponsorship and Visa arrangement are required. Happy to sign a long time contract to the continuing growth and success of the school. Please send all correspondence to Primary Montessori Directress, 11114 Woodson Avenue, Kensington, MD 20895.

Convert your AMI training into a

Master's Degree

at

Cleveland State University

University course work can be completed in two consecutive, six-week summers.

Transfer credit granted for your AMI diploma.

Specialization in either elementary or primary.

for more information:
Montessori Teacher Education Collaborative
11424 Bellflower Road, NE
Cleveland, OH 44106
216/421-1905

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As a new service to members, NAMTA is pleased to announce the expansion of its *Job Bulletin* into a full-length semi-annual newsletter carrying short articles directly applicable to the day-to-day realities of the Montessori teacher.

We hope you enjoy this premier issue, featuring articles on Montessori in-service and the extended day for three- and four-year-olds. Look for the second issue in May!

May 1994

Grammar, Invention, and Writing Starters: Some Principles of Extension

by David Kahn

Writing is the synthesis of all experience in the classroom. Once children learn to write, their need for expression allows for the integration of knowledge. The power of the fact inspires writing. The power of writing integrates facts. Writing and learning form an inseparable partnership.

Writing invention which comes from the child's spontaneous activity is much more important than the invention which is stimulated by the teacher. The writing "starters" proposed in this article are geared for independent writers and readers whenever they emerge in the Children's House and Elementary. Creative writing starters provide for the teacher ideas which can be woven into the choice and independent learning structure of the Montessori environment. In contrast, commercial writing starters, which usually have little to do with the child's classroom experience, often intrude on the classroom with cutesy fantasy scenarios. The Montessori teacher can integrate writing and learning only when the starters are derived directly from the key Montessori materials and experiences.

Creative Writing Extensions: Grammar

After the exercises in the functions of the parts of speech, grammar is reinforced often through the use of the card material and grammar boxes and commands. Sometimes, however, little is done to integrate composition and the use of grammar. When children write with grammar made conscious, they are developing a synthesis of the grammar function through writing.

In the extensions below, level one focuses on simple functions of the parts of speech while level two distinguishes the different kinds of one part of speech. Starters can be treated as informal ideas suggested by the directress or as printed cards from which the student chooses.

Nouns and Adjectives: Level One

1. Using the alphabet, make up names of imaginary animals. Using only nouns and adjectives, describe where the animal lives and what it eats. Draw a picture for each animal. All nouns must begin with the same letter as the animal's name. Do at least five animals.

   A is for Alpok.
   Lives in attics.
   Eats armchairs, army ants, Aunt Alice, aprons, etc.

2. Suppose you were one of the first humans. Make up a new set of nouns naming everything in the universe.

   blackboard = glopzip
   chalk = eel

3. Write a decapoem (ten-word poem) using only adjectives and nouns.

   red
   hot
   dogs
   winter
   day
   ketchup
   mustard
   good
   finished
   more

4. Take the logical concordance game and combine nouns and adjectives so that they are funny. Symbolize the noun and adjective.

   exploded flower
   withered cane
   curved candle
   hot desk

5. Think of as many adjectives as you can for each body part. Think of not only the usual adjectives but of adjectives which compare the body part (noun) to other more descriptive objects. They can be funny.

   Face
   pancake
   potato
   curved
   Nose
   flat
   turned-up
   corkscrew
   banana

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A Practical Newsletter for NAMTA Members

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. . . Grammar, Invention, and Writing Starters *continued*

6. Take a nursery rhyme and change all the nouns to different or made-up nouns. Take a second nursery rhyme and change all the adjectives. Keep the rhyme even without reason.

   The bloomer in the bell
   The bloomer in the bell
   High ho the berio
   The bloomer in the bell

7. Write a poem in free verse with a new color for every line. Underline all the adjectives.

8. Use sound noises to make adjectives. Compose a story using sound adjectives.

   the gr gr gr tiger
   the choo choo choo train

9. Invent a compliment using only adjectives and starting with "You . . ."

   You seraphic, perspicacious, steadfast, doted-on, sweet-smelling . . .

Adjectives: Level Two

1. Take any poem and circle the adjectives which the poet has selected. Are the adjectives mostly descriptive, quantitative, possessive, or demonstrative?

2. Make a list of your own very special belongings using a possessive adjective to indicate ownership. Underline the possessive adjective.

   my Barbie doll
   my electric train

   Make a list of another family member's belongings using the possessive adjective once again.

   her doll house
   her necklace

3. Make three columns on your paper with headings reading *first person*, *second person*, and *third person*. Classify the possessive adjectives by writing them under the appropriate heading.

4. Write a decapoem using descriptive adjectives and nouns only.

   peaceful
   good
   short
   bacon
   eggs
   hot
   breakfast
   hungry
   gone
   full

5. Write a short verse to the tune of "The Twelve Days of Christmas" using quantitative adjectives with the following suggested phrasing. Underline the quantitative adjectives as you compose your song.

   On the first day of school my teacher gave to me a buzzing bumble bee. On the second day of school my teacher gave to me two pencil holders and a buzzing bumble bee.

6. Compose a nonsense animal story using descriptive adjectives beginning with the same letter as the name of the animal being described. underline the descriptive adjectives.

   The zippy zebra went to visit the bushy bunny.

Verbs: Level One

1. Make up animal sounds to go with animal names.

   Tiger: gr gr gr gr
   Kitty: ee-o ee-o ee-o
   Dog: Yawp yawp yawp

2. Using a dictionary of synonyms, make an association poem of verbs trying to create a mood of action. You can repeat verbs.

   Poke prod
   push shove
   shove poke
   heave HEAVE HEAVE

3. Write a series of sounds furniture makes. Place symbols over nouns and verbs.

   A rocking chair squeaks.
   A wicker rocker creaks.
   A crib crabs.
   A clock knick knacks.
   A vase bric-a-bracs.

4. Write a story about a world where people can only talk in traffic signs using verbs.

   One day Timmy told his mom, "Stop." His mom was upset and replied, "Yield right of way." However, Timmy still said, "Stop."

   Make a separate list of verb signs.

5. Write a poem describing table manners using a verb and a direct object that both begin with the same letter.

   Don't slurp the slaw.
   Don't chomp the celery.
   Don't swill the sauce.

6. Think of verbs which the time of day suggests. Start with morning and write about a typical day.

   get up
   eat breakfast
   ride to school
   take off boots
   start work

Once children learn to write, their need for expression allows for the integration of knowledge.

. . . Grammar, Invention, and Writing Starters *continued*

When children write with grammar made conscious, they are developing a synthesis of the grammar function with writing.

7. Take a part of the body and think of verbs that go with it.

   hand swipes
   nose runs

8. Think of very dramatic pairs of nouns and verbs that start with the same letter.

   staples sting
   lemons love
   snakes slither

9. Make movable cards researching instruments and their sounds. Use symbols for nouns and verbs. (This could be done with a recording of instruments of the orchestra.)

   The trumpet says *tantan tara*
   The flute says *prt-pat*
   The drum says *rum-pa-pum*

10. Think of verbs which create a strong image with a noun in comparison.

    Dance like the wind.
    Scream like a siren.
    Eat like a garbage truck.

Adverbs: Level One

1. Write a list of "commands of manner" that you would give to your children when you are a parent. Try to use a verb and adverb that begin with the same letter.

   Dress daintily.
   Walk wistfully.
   Talk tastefully.

2. Ask at least five questions of somebody wiser who can only answer in adverbs. Place symbols for the verbs and adverbs.

   "Wise person, how should I eat my lunch?"
   "Slowly, sloppily, happily, and greedily."
   "Wise person, how should I tie my shoes?"
   "Craftily, precisely, completely."

Adverbs: Level Two

1. Using classroom actions, write sentences using adverbs of manner and place. Underline the adverbs.

   Meg writes cursive happily.

2. Using verbs which describe functions of the body (breathe, eat, sleep, etc.), compose sentences using adverbs of manner. Underline the adverbs.

   Breathe softly or else you will be heard.

3. Make up sentences about the weather using adverbs of time. Underline the adverbs.

   Now it is raining.
   It snowed yesterday.

4. Write a decapoem using only verbs and adverbs.

   run
   slowly
   think
   scarcely
   cheerfully
   lightly
   lazily
   laughingly
   run
   walk

5. Take a map of the United States and describe a trip using adverbs of place. Underline the adverbs.

   We went there (to Tampa, Florida) by car. Then we flew here to Chicago.

6. Use adverbs of manner to describe the actions of your friends. Underline the adverbs.

   Susie hungrily eats her brown bag lunch.

Pronouns: Level Two

1. Make three columns on your paper and write the headings *first person, second person,* and *third person.* Arrange personal pronouns listed on control chart in their appropriate columns.

2. Make up sentences using each of the interrogative pronouns. Underline the interrogative pronouns.

3. You are a detective. Using the interrogative pronouns, write an imaginary interview with a suspicious character. Underline the interrogatives.

   Who are you? Where were you when Mrs. J. was eating dinner on April 22, 1994, at 7:00 pm?

Prepositions: Level Two

1. You have a universal travel machine that can take you wherever you want to go: through the air, underground, under water, into icebergs. Describe your trip using as many prepositions of relation as you can. Underline the prepositions.

   First, the universal travel machine took me into a volcano. I was kept in perfect comfort. Then we traveled around Mars, into Jupiter, over Saturn, and onto Pluto.

Writing Extensions for History and Science

Older children (around five, six, and seven) have very fluid and active imaginations which allow them to explore through time and space in

INTO PRACTICE

. . . Grammar, Invention, and Writing Starters *continued*

history and science. With the mind's eye they can assume the perspective of almost any object, animal, or plant, using the "magic if." What if the sun refused to shine, what if there was no water, what if you were a trilobite, what if there were no Montessori schools? Each of the "magic if" options provides a jumping off point into the unlimited possibilities of subject matter.

> The more the child participates in inventing his own starter idea, the more the writing becomes the child's work and not an assignment from the adult.

"A day in the life" is another starter approach. How would it be if you assumed the form of crinoid? What would your day be like? Again, the writing stimulus directly appeals to the imagination, while giving the child a choice as to what particular imaginative voyage she wishes to take. The child can invent her own starter by simply assuming the point of view of the science or history facts she is studying.

Point of View Starters

1. I Was There with the Big Bang
2. If I Were a Protozoa . . . (any rock, animal, or plant)
3. A Day in the Life of Homo Habilis
4. Discovering Fire for the First Time
5. A Day in the Life of a Walking Fish Moving from Sea to Land
6. Making a Cosmic Calendar
7. A Creation Poem
8. What Happened to Dinosaurs? (based on prevailing theories)
9. Inventing a Weapon
10. A Day in the Life of Australopithecus
11. Set Free by Words (human discovery of words)
12. Fantastic Voyage (microscopic voyage into the human body)
13. Early Human Meets the Ice Age
14. Naming the Things in the Universe (the first names)
15. Journey to the Center of the Earth (Who and what will you take?)
16. Farmer Meets Hunter

Jigsaw Starters and Needs of Humans

Using the Needs of Humans exercises, one can put together a collective point of view of any country or any history by simply giving each child in a group one command to study and research. The culminating timeline or cultural fair (a booth with handmade art and exhibits designed by the children along with their written work) means that the jigsaw puzzle is completed by the collaborative work of the children.

Jigsaw Starters on the Northmen

1. Transportation

   Give different kinds of transportation on both land and water. Draw or trace one representative vehicle for land and one for water.

2. Housing

   What were the houses like? (Floor plan, number of rooms, building material, builders, etc.)

3. Clothing

   Draw and describe the kinds of clothing worn by the Northmen. What were the chief sources of material? What were the differences between men's and women's dress? How did the rich and powerful Northmen dress as compared with the common Northmen?

4. Defense

   What were the different means of defense for land and water? Who had the power of the arms? How did the arms affect dress? Draw pictures or trace and label parts of weapons.

5. Communication

   How did the Northmen communicate? What tools did they use for communication?

6. Religion

   Research the religion of the Northmen and list important ideas and beliefs. List their gods.

7. Nourishment

   How did the Northmen obtain and prepare their food? Describe their kitchens and the utensils they used for eating and cooking. What kinds of food did they eat? What kinds of food did the rich and powerful Northmen eat as compared with the foods eaten by the common Northmen?

INTO PRACTICE

. . . Grammar, Invention, and Writing Starters *continued*

8. Art

> How were art and music used in the daily lives of the Northmen? Who were the great artists and musicians of their time? What kind of music did they create? What kinds of instruments did they play? What kinds of tools did their artists use?

Point of view starters can be mixed with the needs of humans to create an interesting set of new ideas.

1. Describe the needs of humans for the future. Provide drawings of some inventions to help meet these needs (food, transportation, housing, clothing, and defense).
2. What if there were . . .
   - no food?
   - no transportation?
   - no defense?
   - no housing?

   Create a scenario as if such a scarcity could occur overnight.
3. You are flying over an aborigine tribe in Australia, and you make a crash landing. How do you perceive this culture relative to your need for housing, defense, food, clothing, etc.?
4. You elect to live on a distant island. You will be responsible for maintaining your own needs. Explain what you do and in what sequence.
5. You choose to live on a different planet. How would you meet your needs en route? How would you resolve your needs on a new planet?

Writing Stories

There is a sensitive period for story-writing around five and six. When given the key elements of plot, children can write very uplifting and exciting fictions. Here is how one might create a sensitivity to plot elements—an idea borrowed from Aurand Harris, a children's playwright.

> In the rhyme "Little Miss Muffet," who is the main character, Miss Muffet or the Spider? (Through a show of hands, children might indicate a split on the matter.) Well, the answer is both.
>
> Let's act out a play where the spider is the main character. The spider is a mother spider with three babies. The mother wishes to take Miss Muffet's food away for her babies. The babies are very hungry. (The children act out the spider's repeated attempt to steal the food, and Miss Muffet finally gives the food away, misrepresenting to her mother that she really ate her curds and whey.)
>
> Now let's act out Miss Muffet as the main character. Here, Miss Muffet is sitting on her tuffet and a spider comes alongside her. She tries to eat her food, but the spider's presence proves to be too much.
>
> At the end of each enactment, the directress might ask the following questions:
>
> - Who is the main character?
> - What does he or she want?
> - What happens that prevents the main character from getting what he or she wants?
> - How is the ending satisfying?

The above four questions are generative questions for any story. If children have a sense of main character and of the emerging plot which is heightened by what the character needs to overcome in order to get something, then they might be able to create stories which can also be interpreted through creative dramatics or a playlet. Again the point of view of the main character challenges the imagination, and the child usually can invent something entirely individual and original.

Conclusion

These are few ideas for "starters." Remember that the successful starter emerges from the spontaneous mind of the child spurred by indirect suggestions which are preconceived as shown above. The more the child participates in inventing his own starter idea, the more the writing becomes the child's work and not an assignment from the adult.

BEST COPY AVAILABLE

JOB BULLETIN

north american montessori teachers' association

May 1994

ARIZONA

AMI Elementary and Primary teaching positions available. Please send resume and credentials to: Montessori International School, Inc., 1230 N. Gilbert Rd., Mesa, AZ 85203.

CALIFORNIA

Arborland Montessori, an A.M.I. accredited school, is seeking a qualified Montessori elementary teacher to teach in the high elementary classroom (9-12). We currently have three primary and two elementary classes. Beautiful school, warm atmosphere, well equipped facility, harmonious staff, delightful children, and supportive parents. A "near perfect" school for Montessorians.

Located in Southern California with quick access to beaches, mountains, and deserts. Will assist in relocation. Competitive salary & good compensation package. For more information, please call 714/871-2311 or send resume & photo to: Principal, 1700 W. Valencia Drive, Fullerton, California 92633.

BRIGHT STAR MONTESSORI SCHOOL is seeking one primary, one elementary and one middle school guide with experience for the 1994-1995 school year. We have one toddler class, two primary classes, one 6-9 class, one 9-12 class and one middle school class. Please send resume or call Bright Star Montessori School, Swarna Matz, Administrator, 7140 Gladys Ave., El Cerrito, CA 94530, 510/233-5330.

College Oak School and Pleasant Hill School are accepting AMI or AMS Elementary applications for Summer and Fall 1994 for our 6 to 9+ class (College Oak) and our 9 to 12+ class (Pleasant Hill). We are a two campus school located in beautiful Sonoma County, one hour north of San Francisco. We have an AMI administrator, dedicated and supportive staff and parent body and offer a competitive salary and benefits. Our schools emphasize farm (animals) and gardens, environmental education and global community service. For more information, please call Rebecca Ault at 707/579-5510.

Marin Montessori School is seeking an AMI-trained Directress(or) for our Toddler Community. Established in 1963, the School now has 185 students, ages 2-12. Our beautiful campus is located directly on the San Francisco Bay, just north of the Golden Gate Bridge. We pride ourselves on our commitment to the highest standard of Montessori education. Join a team of experienced, professional staff with AMI-trained Administrator and supportive Board. Excellent salary and benefits. Part-time position. Send hand-written letter and resume to: Jules Layman, P.O. Box 736, Corte Madera, CA 94976, 415/924-5388.

Montessori Learning Center is accepting applications for primary and elementary positions. Our school has provided a quality primary program in the Salinas Valley for over twenty years and has consistently maintained a standard of excellence. The new elementary program will open in the Fall of 1994. Opportunities for summer employment are also available. Located in the heart of Steinbeck Country, the school is a short distance from the beautiful Monterey Peninsula and the quaint town of Carmel. Send resumes to P.O. Box 2081, Salinas, CA 93902 or call 408/455-1546.

AMI ELEMENTARY MONTESSORI TEACHER NEEDED. Well established AMI Montessori School looking to expand its upper elementary department for fall 1994. School has enrollment of over 200 students from primary to elementary levels. Well equipped class with Nienhuis Materials. Located in South Los Angeles County/North Orange County—excellent location. Salary, benefits, etc. available upon submission of resume. Prefer Montessori experience with 9 to 12 age group. Possibility of summer '94 teaching position. Primanti Montessori School—Whittier, 10947 South Valley Home Avenue, Whittier, CA 90603, 310/943-0246, 714/525-2336. Contact: Christine Quintero, Director.

ST. HELENA MONTESSORI SCHOOL, serving ages 3-12, seeking AMI Primary Directress for September 1994 and beyond. We are a small, Catholic, Montessori School located in the beautiful Napa Valley wine country near San Francisco, Berkeley, mountains and seashore. Founded in 1981, we are well-established with a stable enrollment and extremely supportive parent body, AMI-trained administration and staff, competitive salary and benefits. Please send resume and references to 1328 Spring St., St. Helena, CA 94574; 707/963-1527 days, 707/963-1741 eves.

MONTESSORI CHILDREN'S HOUSE OF WOODLAND and MONTESSORI COUNTRY DAY OF SACRAMENTO, both owned and administered by the same Montessori trained teacher for 20 years, are seeking 1 primary and 1 elementary teacher for 1994-1995 school year. We have classes ranging from infant through 9-12. Our campuses have beautiful buildings which all feature indoor garden atriums. We are located equidistant between San Francisco and the nearby Sierra Nevada Mountain/Lake Tahoe region. We offer excellent salaries and benefits. Call 916-662-1900 or 916-427-1900. You may send your resumes to Woodland Montessori, 1738 Cottonwood Street, Woodland, CA 95695.

COLORADO

PRESCHOOL/ELEMENTARY OPENINGS/COLORADO. A progressive school system in West-Central Colorado is attempting to locate interested candidates who would have interest in preschool and elementary positions. Candidates would be asked to help build Montessori concepts into special and regular classroom. Contact: Delta County School District, Mike McMillan, Personnel Director, 765 2075 Road, Delta, CO 81416, 303/874-4438.

COME TO THE ROCKY MOUNTAINS-AMI/AMS-primary, elementary and middle school Montessori teachers needed for Fall, 1994. Denver Public Schools opened their first Children's House classrooms in 1986. Now there are 7 primary classes and 12 elementary. Classrooms are fully equipped and the program is directed by a principal. Our students are from diverse cultural and socio-economic backgrounds and we have six Spanish Bilingual Montessori classrooms. Help us build a quality Montessori program. For further program information contact Martha Urioste at 303/296-6412. For applications write Denver Public Schools, Department of Personnel Services, 900 Grant St., Denver, CO 80203 or call 303/764-3267. AN EQUAL OPPORTUNITY-EMPLOYER.

JOB BULLETIN

May 1994

CONNECTICUT

Elementary Montessori teacher (9-12) needed at the Enfield Montessori School for September, 1994. The class which has been in existence for 16 years is well equipped with Nienhuis Materials. Enfield, located in northern Connecticut, is about 2 hours away from Boston and NEW YORK CITY. Salary and benefits available upon submission of resume. Write or call collect to: Sister Anastasia, 1370 Enfield Street, Enfield, CT 06082, 203/745-5847.

DELAWARE

Certified Montessori directress for Primary Classroom (3-6 year olds) in Wilmington, DE. Call 302/656-1498.

FLORIDA

Montessori trained directress for 3-6 classroom in the Largo, FL area. Kindergarten certification required. Four-year degree preferred. Please call 813/595-3270.

Beautiful school in Ft. Lauderdale, FL has Jan. 94 and Sept. 94 openings for Pre-Primary (3-6) and Elementary (6-12) guides. MUST BE AMI/AMS CERTIFIED. Send resume to: Little Flower Montessori, 533 East Oakland Park Blvd., Ft. Laud., FL 33334 or contact Mary Byrd @ 305-565-8205.

Palm Harbor Montessori Academy, 2313 Nebraska Avenue, Palm Harbor, Florida 34683, 813/786-1854, fax no. 786-5160.

Teachers 3-6, 6-9, 9-12 full day
1994/95 school year openings
1994 summer openings also
Contact: Christine or Joy

Join a staff that knows what TEAM really means! Our 5 acre school of twelve years is just two miles from beaches and nature parks. Programs for 2 to 12 year olds. Enrichment subjects: ballet, gymnastics, art, P.E., music, and much more. We are devoted to providing quality Montessori education for students in a peaceful, natural, warm, loving environment.

IDAHO

Elementary Montessori school in Boise, ID is expanding and seeking certified Montessori teacher for 6 to 9 class starting August 1994. School is board-run with strong parent involvement. Boise, rated one of the top 10 best cities in which to live, is a pleasant community located in a rich river valley between scenic mountains and a rugged, canyon-filled desert. It offers diverse recreational and cultural opportunities, and is home of Boise State University. Send resume and inquiries to Christel Nordhausen, 910 N. 21st, Boise, ID 83702. Tel: 208/385-7844.

Experienced AMI/AMS primary teacher/administrator is needed for the fall of 1994-1995. A teacher is needed for a class of 30 3 to 6 year-olds. Other duties are to administrate the school which has a total of 2 classes and 60 children. Pioneer Montessori is a non-profit school located in the Idaho Rocky Mountains in Sun Valley/Ketchum with numerous year-round outdoor activities. Send resumes and enquiries to Pioneer Montessori, Attn: Thomas Smith, Box 1809, Ketchum, ID 83340. 208/726-9060.

Experienced AMI/AMS primary teacher is needed for a class of 30 3 to 6 year-olds for the fall of 1994. Pioneer Montessori is a non-profit school located in the Idaho Rocky Mountains in Sun Valley/Ketchum with numerous year-round outdoor activities. Send resumes and enquiries to Pioneer Montessori, Attn: Thomas Smith, Box 1809, Ketchum, ID 83340. 208/726-9060.

ILLINOIS

Alcuin Montessori School is accepting applications for the position of Educational Director for the 1994/95 academic year. The selected person will be responsible for managing, planning and directing the school's infancy, primary, elementary and middle school Montessori programs. Well-established, 32 year old school in a picturesque Chicago suburb with enrollment of 290. Parent board, not-for-profit. Candidates must have Montessori teaching and administrative experience (AMI preferred). Experience in developing and implementing educational policy and programs, interacting with parents and students, and retaining and growing a highly qualified staff. Competitive salary and benefits. Position available July, 1994 (or sooner, depending on applicant availability). Send resume to: Mary Cray, Search Committee Chair, Alcuin Montessori School, 7970 Washington Blvd., River Forest, IL 60305.

Alcuin Montessori School is accepting applications for trained Montessori directresses at all levels, Infant through Middle School, for the 1994/95 academic year. Well-established, 32 year old school in a picturesque Chicago suburb, with enrollment of 290. Competitive salary and benefits. Send resume to: Patrick O'Brien, Alcuin Montessori School, 7970 Washington Blvd., River Forest, IL 60305.

Flossmoor Montessori School, AMI 28 yrs., seeks directresses for 3-6 yr. classes.

September: Experienced directress for established class. Also, directress for small, starting class.

Supportive families, stable school, good community, high compensation, Chicago. Lawrence Lewis, FMS, 740 Western, Flossmoor, IL 60422, 708/798-4600.

AMI Primary Directress needed for Fall 1994 for a second 3-6 classroom with extended session. We are the satellite campus of the Montessori School in Granite City, IL. Our satellite school feeds into the main campus Elementary Program. Established 1971. Self-perpetuating five member board - not for profit. Supportive, experienced AMI staff. Head Directress, Mary Beth McGivern. Call or write Margaret Anderson, Montessori School - St. Clair, 2360 Country Road, Belleville, IL, 62221, 618/235-4289.

AMI Montessori School established in 1980 is seeking a Primary Class Directress/Director for a 3-6 year old class. Located in a Northwest suburb of Chicago, the area is somewhat rural while just an hour's drive to both Chicago and Milwaukee. The school is well-equipped and the Director of the school is AMI trained at Primary and Elementary levels. Salary commensurate with experience. Please contact Tillie Sullivan at 708/949-8844 or send resume to Montessori Country Day School, 200 W. Maple, Mundelein, IL 60060.

MARYLAND

Adolescent teacher needed for beginning Middle School. School Estab. 1966 and serves 10 students (3 Primary, 2 Lower Elem, 1 Upper Elem and Middle School expansion). 22 acres for Erdkinder. Close to Washington, DC. Located between Baltimore and Annapolis, Maryland. Future prospect of school directorship and administration. Send resume with experience, interests, talents, etc. to Anne T. Riley, Montessori Children's House, Bowie, MD 20715.

Seeking Toddler, Primary and Elementary Teachers. Located in beautiful Southern Maryland. Send resume to Starmaker Learning Center, 404 Cottonwood Pkwy California, MD 20619. 301/863-7740.

MASSACHUSETTS

The Children's Montessori School is accepting applications for our expanding program for AMI or AMS toddler, primary and elementary guides for 1994-1995. Salary dependent on experience. Excellent benefits. CMS is located on Massachusetts' North Shore, 25 miles from downtown Boston and near beautiful Crane Beach and numerous ski resorts. The school is located in a former carriage house on 100 lovely acres of trees, creeks and ponds. Send resume to Barbara Gordon, P.O. Box 681, Ipswich, MA 01938. 508/356-2340; FAX 508/356-8891.

The Eliot Montessori School, South Natick, MA, founded in 1971, serves 130+ students in grades 1-6. Our program is expanding and we are seeking Montessori certified teachers for all grade levels. Interested and qualified applicants should send letters of introduction and resumes to Bonnie James, Interim Administrator, 5 Auburn Street, South Natick, MA 01760.

Boston Area — Summer & Fall 1994. The Harborlight Montessori School has an opening for a Pre-School Teacher for a 3-6 class beginning in July and/or September as well as an Elementary Teacher for a 6-9 class beginning in September, 1994. Candidates must be enthusiastic, imaginative, and have the pre-primary or elementary level Montessori certification. Harborlight Montessori is located in Beverly, an historic town situated on the Atlantic Ocean, 18 miles north of Boston. The school currently serves 150 children and has infant, toddler, and pre-school programs. Please send resume to: Susan Egan McDonough, Director, 243 Essex Street, Beverly, MA 01915.

The Lexington Montessori School is seeking an Elementary teacher to develop a new 6-9 class. Located ten miles from Boston, LMS has existed for 30 years and enrolls 200 students in Toddler through 9-12 programs. The facilities include two well designed buildings with nine classrooms, two art rooms, two libraries, a child care space, a multipurpose room, a playground and a playing field. Further building is planned for 1995-96. Candidates for the new 6-9 position must be enthusiastic, imaginative, warm and flexible. Elementary level Montessori certification is required. Competitive salary and benefits offered commensurate with experience. Please send resumes and references to: Mrs. Gaelen B. Canning, Head of School, Lexington Montessori School, 130 Pleasant Street, Lexington, MA 02173.

MICHIGAN

Elementary teacher needed for established class of ages 6-12. The Okemos Montessori/Radmoor school is an AMI associated school which was founded in 1968. The school is located on nine wooded acres near the campus of Michigan State University. The facility houses a toddler room, four preschool classes, an elementary program and a beautiful gymnasium. Elementary directress needs Michigan teaching certification. Salary negotiable based on education and experience. Please call or write: Susan Cavanaugh Hyatt, Administrator, Okemos Montessori/Radmoor School, 2745 E. Mount Hope, Okemos, MI 48864, or telephone 517/351-3655 or at home 517/676-1812.

MINNESOTA

Bluffview Montessori, located in the scenic Mississippi River valley of Southeastern Minnesota, seeks elementary guide (6-9) for new classroom Fall 1994. School has twenty-five year history and serves 120 children. Resumes: 101 East Wabasha Street, Winona, MN 55987, 507/452-2807.

NEVADA

Trinity Montessori School seeking one primary guide for the 1994-95 school year.

We have two primary classroooms, and are 24 years old. Located in downtown Reno, within driving distances of Lake Tahoe, Sacramento and San Francisco.

Contact Jackie Silveira, P.O. Box 2246, Reno, NV 89502. 702/322-6162.

NEW JERSEY

Employment Opportunity. Applications are now being accepted to complement dedicated staff for the fall 1994 in a well equipped and established school located in Northwest New Jersey. The area offers many cultural and recreational opportunities. Openings available at the 3-6 primary level. AMI or AMS candidates, trained and experience preferred. Salary negotiable depending on qualifications. Please send resume with three references to Cindy Meyer, Deer Path Montessori School, 24 Main Street, Flanders, NJ 07836.

PRIMARY TEACHER NEEDED

Join our dedicated supportive staff. Beautiful facilities, farm setting, 20 min. from Phila., 1 hr. Jersey shore. Enrollment is 18 mo.-12 yrs. Truly an ideal setting for children and faculty to learn and grow. Montessori Academy, est. 1965, Delran, NJ 08075, 609/461-2121.

NEW YORK

30 year established growing school seeking a trained 0-3, teacher to start a new class. In addition, we are looking for an AMI certified primary and/or junior teacher and a qualified administrator/teacher to take over our 12 to 14 program. Immediate visa available. Fully equipped Nienhuis and handmade materials. Attractive salary, fringe benefits. Located on Long Island, less than one hour from Times Square, New York City. Contact Carolyn Larcy, Maria Montessori School, Box 276, Massapequa, NY 11758, 516-520-0301.

St. Michael's Montessori School is seeking an AMI Primary Teacher for the Fall of 1994.

SMMS has 175 students ranging from 2.9 to 12 years of age. Founded in 1964, the school is operated by a Board of Trustees. SMMS has well equipped, beautiful classrooms with a very experienced supportive staff. Excellent salary, fully paid benefits and an extremely generous stipend for continuing education. Please send resume to Ramani DeAlwis, Head of School at St. Michael's Montessori School, 225 W. 99th St., New York City, NY 10025 or fax 212/663-0727.

Webster Montessori School in Rochester, NY is seeking an AMI primary and AMI elementary director/directress for the fall of 1994. Webster Montessori School is a twenty-seven year old non-profit AMI accredited school. Our students are from many diverse cultural backgrounds. We have a well-equipped facility, licensed child care, an active team of directresses and assistants with a supportive parent body. Send resume and cover letter to: David Boneham, Administrator/Principal, 260 Embury Road, Rochester, NY 14625, telephone 716-671-9269.

NORTH CAROLINA

ANAMI MONTESSORI SCHOOL, small, supportive school established with AMI-Certification in 1986, owned and administered by Montessori-trained teacher, is seeking two primary teachers for 1994-1995 school year. We have one established primary class and are expanding to second primary in the fall. We also have 6-12 class. Warm, family-like setting with delightful children and supportive staff. New building is on land backing onto lovely 120 acre park in convenient part of town. Charlotte is an "All-America" city located within easy, few-hours drive of mountains and ocean. Salary negotiable. Call 704/556-0042. Please send resume to Anami Montessori School, 2901 Archdale Drive, Charlotte, NC 28210.

OHIO

HUDSON MONTESSORI SCHOOL is seeking a certified 9-12 elementary director/ress for the 1994-1995 school year. We are also accepting applications for Lower Elementary and Children's House director/resses. The Hudson Montessori School was established in 1962 and State chartered in 1978. It is a not for profit school located on wooded acreage with a modern Montessori designed facility complemented by nature trails, a fitness course, pond, and playing fields.

Hudson, situated between Akron and Cleveland, Ohio is a progressive community active in the arts, and offers a wide variety of cultural events year round. Send resume to Hudson Montessori School, 7545 Darrow Road, Hudson, OH 44236 or FAX 216/656-1870.

RUFFING MONTESSORI SCHOOL, the nation's second oldest, is seeking a PRINCIPAL for the 1994-95 school year or as soon thereafter as possible. Ruffing offers a program for children ages three through fourteen, has 300 students, and a full Montessori curriculum with classroom extensions including art, music, computers, French, Latin, and physical education. Located in suburban Cleveland Heights, a culturally rich area with colleges, museums, and symphony nearby, the school has a superb physical plant and an experienced Montessori faculty. Nationally competitive salary and benefits. AMI certification preferred along with teaching and administrative experience. Please call or send resume to Rita Carfagna, 2742 West Park Blvd., Shaker Heights, Ohio 44120; 216/932-3021.

OKLAHOMA

Undercroft Montessori School is accepting applications from AMI or AMS Elementary and Pre-Primary guides. Experience is preferred. Undercroft serves the needs of children 3-12 years in established, well-equipped environments. The school is a non-profit parent cooperative located in a central area of Tulsa. Please contact Ms. Dale Brandon, 3745 S. Hudson, Tulsa, OK 74135-5604.

OREGON

The Corvallis Montessori School of Corvallis, Oregon is accepting applications for school Administrator from fully certified AMI primary or elementary teachers with administrative experience. Our school is located in a community of 40,000 in the mid-Willamette Valley, offering excellent livability and numerous high quality recreational and educational opportunities. We provide an AMI-accredited, quality education for 81 children in 3 classrooms, and before- and after-school day care to students, alumni, and children from other area Montessori schools. Classrooms are fully supplied with Montessori materials and have attractive outdoor garden extensions. A parent-run corporation operates the school and governs through an elected board of directors. Day-to-day management and pedagogy are the responsibility of the Administrator. We currently employ 12 permanent staff members. Salary commensurate with experience and training. Send your letter of application and resume to Board of Directors, Corvallis Montessori School, 1240 N.W. 27, Corvallis, OR 97330.

The Franciscan Montessori Earth School/St. Francis Academy is seeking 2 AMI Elementary trained guides for September 1994.

We are adding a 2nd co-teaching position at our Senior Division (10th-11th-12th grades) of the St. Francis Academy, our secondary Montessori High School program.

We welcome applicants who would enjoy a team of experienced, professional staff. Well established, the school is currently in its 16th year.

We strive to offer the best in Montessori education for about 400 students ages 2-1/2 through 18 years of age. Our facilities are fully equipped and beautifully located an hour's drive from beautiful Mt. Hood and two hours from the Pacific Ocean. Competitive salary, excellent benefits.

Please send resume and references to: Mother Francine Cardew, F.S.E., Founding Administrator, 14030 N.E. Sacramento St., Portland, OR 97230, 503/257-7707, fax 503/257-8072.

The Montessori Learning Center in Corvallis, Oregon, seeks an AMI elementary guide to join an experienced enrichment teacher in an established classroom of 35 children, ages 6-11. Competitive salary and good benefits for begininning guide, with on the job learning in a friendly team atmosphere. Corvallis is located in the beautiful Willamette Valley, 90 miles south of Portland, 60 miles from the Pacific Ocean and 70 miles from the Cascade mountains. Wonderful recreational and cultural opportunities in this college town of 44,000. Starting date is August 15, 1994. Please send resume to: Recruitment Committee, Montessori Learning Center, 1242 N.W. 27th Street, Corvallis, OR 97330. Phone inquiries may be addressed to Susan Johnson, 503/757-6651.

DIRECTOR OF EDUCATION. Providence Child Center, with the first Montessori School in Oregon, is seeking to fill a full time, year round administrative team position that provides educational leadership for 160 student preschool Montessori School with extended day care and summer programs and 15 student preschool early intervention Emily School. Programs have a combined staff total of 21 FTEs and an operation budget of $445,000.

The successful candidate will possess a bachelor's degree in early childhood education, have a minimum of two years management experience AND two years classroom teaching experience, preferably preschool or K-3, and, preferably be AMI certified.

We offer a competitive salary based on experience and benefits package that includes medical, dental, life, AD&D, disability ins, reimbursement accounts, retirement, TDA match, and more. A generous paid time off plan will allow you time to enjoy the wonders of the Northwest! Ski year-round, camp, hike, wind surf, sail, fish, or simply find a cozy B&B at the coast and enjoy the many moods of our Pacific Ocean.

Qualified applicants of all ethnic and cultural backgrounds are encouraged to submit a letter of application and resume with three references to Patricia Smith, Human Resources Director, Providence Child Center, 830 N.E. 47th Ave., Portland, OR, 97213.

TEXAS

Beautiful, medium sized (113 students), established 1984. Children's House invites appli-

cations for AMI trained Directress/Administrator. Position available summer 1994. Our school is located in a high growth area in Fort Worth and boasts a very supportive parents group. Privately owned. Children 18 months to 6 years old. Please send resume to: Kim Snyder c/o Fort Worth Montessori School, 5 Lombardy Court, Fort Worth, Texas 76132-1010. 817/732-1483.

New position for AMS or AMI upper elementary and 3-6 yr. classroom teacher for an expanding school in east Texas. Individually-owned 4 year old school will begin the September 1994 school year in new facility. Send resume or call 903/572-3241 or 572-1385. Mt. Pleasant Montessori School, 1809 N. Johnson Avenue, Mt. Pleasant, TX 75455.

Lakemont Academy needs Montessori teachers who desire to teach from a Biblical Christian perspective. We currently have openings for:

Lead Teacher for Preprimary (3-6 years). Require Montessori certification. Degree desired. Program operates year-round. Teacher for Elementary (1st-3rd & 4th-6th). Require Montessori certification. Degree desired. School year operates from August thru May.

Loving, family work environment, committed and involved parent base. We offer a competitive salary and excellent benefits. For consideration, please send resume to Mrs. Barbara Fidellow, Director, 3993 W. Northwest Hwy., Dallas, Texas 75220. Phone 214/351-6404. Fax 214/358-4510.

The Post Oak School was established as an AMI school in 1963 and includes three Infant Communities, six Primary classes, three lower Elementary classes, Two Upper Elementary classes and a Middle School. We offer salaries and benefits which are competitive on a national level as well as the opportunity for further continuing education and a sabbatical fund. Our faculty is highly experienced and supportive. We are aided by an active parent community and board of trustees. Houston is a thriving city near the Gulf of Mexico, the beautiful Hill Country and the Piney Woods. The school is located in a quiet residential area minutes from the museum district, zoo, Rice University and the renowned Medical Center. Applications are currently being accepted for Infant Community, Primary and Elementary levels for the 1994-95 school year. Please send resumes to: Terry Crews, c/o The Post Oak School, 4600 Bissonnet, Bellaire, TX 77401. 713/661-6688.

The POST OAK SCHOOL is accepting applications for the position of Director. The Director is responsible for planning, managing, and directing all student programs including infant, primary, elementary, and middle school as well as physical education and the arts. In addition, the Director will be involved in the design and implementation of development, administrative, and financial mangagement plans. The Post Oak School is located in close proximity to Rice University, a world renowned Medical Center, and a thriving, vibrant cultural arts community. The School has long enjoyed a reputation as one of the premier Montessori communities in the southwest. The growing enrollment of over 300 children ranges in age from 12 months to 15 years. The experienced, dedicated staff includes fifteen AMI certified directors as well as specialists and assistants. Candidates with AMI certification as well as teaching experience are preferred. Experience in developing and implementing educational policy and programs; interacting with parents, business staff, and the community; and, retaining and nurturing a highly qualified faculty are also desired. The position is available July 1, 1994. Salary is competitive and commensurate with qualifications. Please send a letter of application with resume to: The Post Oak School, c/o Mr. Leland Fondren, Three Riverway, Suite 120, Houston, TX 77056.

St. Catherine's Montessori is currently seeking a full-time Administrator, and an experienced Lower Elementary Teacher to begin a second 6-9 class. Founded in 1966 as the first religious-based Montessori school in Houston, St. Catherine's is located in a charming castle-shaped building adjacent to the Houston Astrodome and convenient to the world-renowned Houston Medical Center. Large classrooms are fully equipped and our students, ages 2-1/2-12, are from diverse cultural and socio-economic backgrounds. Our school has a loyal, hard-working staff and vibrant parent participation. Excellent benefits and competitive salary. Please send your resume with references to Betsy Johns or Sr. Shirley Owens at: P.O. Box 20728, Houston, Texas 77225-0728 or call 713/665-2196.

Well established Montessori School in AUSTIN, TEXAS seeks a PRIMARY TEACHER for fall 1994. Spacious well equipped classrooms, beautiful outdoor area and AMI administrator. Send resume and salary requirements to Twin Oaks Montessori School, 7804 Northwest Drive, Austin, Texas 78757, 512/467-8885 or 512/250-8262.

VIRGINIA

Ghent Montessori School-Elementary teacher (6-12). Privately owned facility-well maintained and fully equipped. Strong lower and upper levels–first through fifth grade. Accredited school near Va. Beach. Across from the Chrysler Museum. Send resume: Sarah Frost, 610 Mowbray Arch, Norfolk VA 23507, 804-622-8174.

WISCONSIN

MONTESSORI TEACHERS NEEDED MILWAUKEE PUBLIC SCHOOLS

Primary Montessori teachers with early childhood exceptional education degree or experience is needed for inclusion class team teaching position.

Elementary Montessori applications for teaching positions are being accepted for the 1994-95 school year. Milwaukee's Magnet Program created in 1975 has grown to 13 children's house classrooms and 20 elementary classes at two sites. The population includes children from all racial and socio-economic groups within the greater Milwaukee area.

Minimum teacher salary is $24,413. Qualified individuals may obtain additional information by calling either Phil Dosmann at MacDowell Elementary School 414/933-0088 or Joan Peifer at Greenfield Elementary School 414/647-2767. Applications can be received by contacting: Department of Human Resources, School Administration Building, 5225 West Vliet Street, Room 162, Milwaukee, WI 53208 or call 414/475-8224. An Equal Opportunity Employer.

AUSTRALIA

SYDNEY, Australia. Primary Montessori-trained Director/ess required for Stage 3 Class (9-12 years) of well established Montessori School. We have 5 classes from 3-12 years, a cosmopolitan staff and active parent body. Experience preferred but not essential. Assistance with travel and immigration provided. Apply in writing to: Brian Murray, Principal, Southside Montessori School, PO Box 900, RIVERWOOD, 2210, Australia. Phone/Fax (02) 533-1229.

CANADA

Job Position: Elementary Montessori Teacher.

Elementary **Montessori** teacher needed for

JOB BULLETIN

May 1994

September 1994 in well established Montessori school located in Richmond Hill, Ontario on secluded scenic 10 acre estate.

Small classroom sizes for grades one-six. Salary negotiable. AMI certificate preferred. Mail resume to the North York Montessori Learning Centre, 9600 Bathurst Street, Maple, Ontario L6A 1R9 or call school collect 1/905/883-5007, fax no: 1/905/883-5297 during business hours.

Montessori Education Society of the Fraser Valley is starting an elementary program, 6-9, in the Abbotsford area in September 1994. Abbotsford/Matsqui area is located about 50 miles east of Vancouver B.C. We are looking for an elementary director/directress, to implement this new program. The person we are looking for must have Montessori training and be eligible for B.C. certification. Please submit resume to P.O. Box 52, Matsqui, B.C. VOX 1S0.

PALMERSTON NORTH MONTESSORI PRESCHOOLHEAD DIRECTRESS

Palmerston North Montessori Association is seeking a Montessori-trained Directress, with several years teaching experience to head our preschool, commencing February, 1995. Our school caters for 100 children aged 2-1/2 to 5+ years. A good salary, excellent working conditions and relocation assistance are offered.

Palmerston North is a city (pop. 70,000), centrally located in the lower North Island of New Zealand. It is the site of several educational and research organizations and is within easy driving distance of beaches, freshwater rivers and lakes, mountains and ski-fields.

For further information contact: The Secretary, P.O. Box 1520, Palmerston North, New Zealand. Palmerston North Montessori Preschool is a member of the Montessori Association of New Zealand.

SAUDIA ARABIA

Teacher—Montessori training and experience. To work with 3-6 year olds in a new school in Saudi Arabia. Good salary and benefits. Send resume to Dr. Ilham, P.O. Box 130711, Ann Arbor, MI 48113.

UNITED KINGDOM

ENTHUSIASTIC ELEMENTARY TEACHER WOULD BE WARMLY WELCOMED to newly opening AMI Elementary class (public sector) in Brighton, UK. Apply to Daisy Cockburn, Brighton Montessori Houses for Children, 67 Stanford Avenue, Brighton, East Sussex, BN1 6FB, UK. Tel. UK 0273 702485 or Fax. Brighton Print Centre UK 0273 604203.

VIRGIN ISLANDS

VIRGIN ISLANDS MONTESSORI SCHOOL - AMI - ESTABLISHED 1964. Four primary, two lower elementary and one upper elementary seeking primary and elementary applications for the 1994-95 school year. Excellent benefits - established classes. Send resume and references to Shournagh McWeeney, Virgin Islands Montessori School, 6936 Vessup Lane, St. Thomas, U.S.V.I. 00802. Tel. # 809/775-6360, fax 809/775-3080.

FOR SALE

Excellent opportunity to own a Montessori School and property: 1407 W. 1st St., San Pedro, CA 90732: 1302 sq. ft. bldng. on corner, Lic. capacity 28, Montessori materials and furniture included. Azra Hassanally (owner) 310-832-7247.

FOR SALE: Valley Montessori Pre-School in Helena, Montana. Fully equipped, established in 1986. All day program. Steady growth with excellent further potential. Supportive Montessori community with Montessori elementary in the public school. Helena is surrounded by mountains and offers outdoor opportunities as well as cultural pursuits. Call 406/449-8957, evenings.

POSITIONS WANTED

Miss Nadeema Jayatileke-23 years old. Three years training at the International Montessori Training School in Sri Lanka. Sri Lanka Citizen-applying for USA immigration. Send all correspondence to Dr. Don Maximus Willathgamuwa, Casa Claret, 18127 S. Alameda St., Rancho Dominguez, CA 90220.

Internationally AMI qualified Primary Montessori Directress with over 3 years of teaching experience currently working in U.S.A. is seeking a position. Sponsorship and Visa arrangement are required. Happy to sign a long time contract to the continuing growth and success of the school. Please send all correspondence to Primary Montessori Directress, 11114 Woodson Avenue, Kensington, MD 20895.

Seek position as teacher in Montessori school in Northeast. Received certificate from St. Nicholas Training Centre, London, England and have college degree in psychology. Will consider relocation, fem., 30's, wide range of experience. Most recent job was running a Montessori playgroup for pre-schoolers in the Netherlands. Dedicated. For more info. call or write to Gwen Wasmer, 217 Cambridge Dr., Ramsey, NJ 07446. Tel. 201/236-1653.

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JULY 19-24, 1994

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AMI

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AMI/USA 170 W. Schoolfield Road Rochester, NY 14617-4559 716 544-6709 FAX 716 467-1011

For Hotel Information:
In the USA and Canada, call 1-(800) 228-9290 International calls: 202 393-2000

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